

Middle School Initiative

**PART I
COVER SHEET**

CAP 2 SEMESTER 2 WEEK 15

COURSE: Lindbergh Leadership Laboratory, Achievement 5

LESSON TITLE: Supervisory Techniques, Teaching Techniques, and Reading

LENGTH OF LESSON: 25 Minutes

METHOD: Informal Lecture

REFERENCE(S):

1. *Leadership: 2000 And Beyond*
2. AFPAM 36-2241, Vol 1, *Promotion Fitness Examination Study Guide*

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):

Handout - The Legend of Halley's Comet

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to:

1. Become aware of good supervisory techniques
2. Understand the purpose and use of good teaching techniques
3. Know how to improve his/her reading capabilities

COGNITIVE SAMPLES OF BEHAVIOR: Each cadet will:

1. Apply correct supervisory techniques
2. Improve his/her teaching techniques
3. Increase his/her reading capabilities

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: As a potential cadet leader, you should want to continue to develop your understanding of leadership requirements.

MOTIVATION: No single chapter or book can give you all the skills you need to be an effective leader. This is a constant learning process. You must have the will to become a good leader.

OVERVIEW: This afternoon, we will look at some additional techniques that should give you a better insight into becoming an effective leader.

TRANSITION: Last week we covered some leadership attributes, or traits, of leadership. These traits must be applied properly in carrying out supervisory techniques.

Body

MP 1 During our many weeks together, we have attempted to develop your leadership capabilities by involving you in many practical exercises; mostly drill and ceremonies. You have become involved not only as followers, but as leaders. We have attempted to develop the staff and worker/subordinate line of work. A big problem in any work force is the lack of supervisory personnel utilizing the talents of all of his or her subordinates. I believe it was General Patton that said something to the effect that you should tell your people what you want done and they will do it without being told how to do it. This is true if they are properly trained. Our objective is to instill in you the desire to achieve.

- In your role as a supervisor/leader, make sure that there is need and a reason behind any order that you issue.
- As members of a military organization, you should use the established chain of command not only to issue a command but to address problems to a higher level.
- Assure that members of your command understand the order. If they do not, they should be encouraged to ask a question for clarification of the order.

- Supervise your personnel and assist only when necessary.
- Develop a trusting and lasting relationship with your subordinates. This allows you to delegate responsibility and authority based upon trust.
- Be an efficient leader. Do not over or under supervise. Over supervision can stifle initiative and under supervision can lead to confusion and frustration.
- Plan, develop, conduct, and supervise individual and group training in general military and technical subjects. The emphasis that you place on training will determine the competence of your people.

Transition: I have talked about giving orders and training your personnel. One of the biggest problems for individuals is communicating information to others. Our next point is how to communicate to your audience in a clear and concise fashion.

MP 2 An inherent responsibility of a military leader is that of teaching and making presentations to subordinates. Some of you have been selected to fill certain leadership positions based on your capabilities to lead. Since those appointments have been made, you have had the opportunity to instruct others in drill activities. Let's look at what an instructor will need to do before making any presentation.

- An instructor should know the subject material that is to be presented. Review or research is a necessary part of your preparation.
- Preparation is an absolute requirement. Is your audio-visual equipment ready and useable?
- Before you can make your presentation, have you checked yourself and made sure that your personal appearance is beyond reproach? Stand straight; don't slouch.
- Are your teaching aids ready? If not, do you have an alternate plan of presentation? Planning makes perfect.
- Feedback is necessary to assure that your presentation has been accepted. Ask questions and interact with the class.
- Evaluation may come at any time. Where it is placed is based on established criteria for the course.

Transition: Preparation for any class requires that you read background material. Are you an effective reader?

MP 3 In the first semester, we touched very lightly on reading habits and hopefully you have developed good habits by this time. Let's look at three major areas that affect your reading ability; comprehension, speed, and adaptability.

Comprehension is the most essential part of reading. Comprehension is your ability to understand what you read or see. Your level of education and experiences are determining factors for this ability.

Comprehension is of two kinds, receptive and reflective. Essentially, you understand what is said or read, based on your vocabulary, and then you determine the full meaning of the speaker or writer's words.

Your reading speed is secondary to comprehension. Skimming is a method of speed reading where you allow your eyes to travel over a page quickly, stopping occasionally to gain an idea of what is written. This is further broken down to include sentences and paragraphs. By skimming, you pick up important words or phrases that are meaningful and impart beneficial information.

Scanning is another method of increasing your reading speed. Scanning is the method that you use when looking for specific information, like using the dictionary or telephone directory.

Each of these methods will aid you in studying your material when used properly. Some things that will slow you down is improper lighting, bad eyesight, vocalization, and lack of practice. The more we read, the more proficient we become.

Expand your vocabulary so that you will not regress and try to guess the meaning of unknown words. If there are words of unknown meaning, write them down and look them up in the dictionary. Using the dictionary will help you use the right word in writing, especially when you know the definition(s).

Being adaptable is the ability to adjust your speed to the level commensurate with the material being read. Speed and comprehension should not be your goal. The level of the material will be a determining factor in how fast you read and how much you will understand.

Once you have read all the material, using the methods previously covered, review the material to gather even more information. As I have said so many times before, **PRACTICE MAKES PERFECT.**

(NOTE: Instructor will distribute Handout 1 - The Legend of Halley's Comet.)

Conclusion

SUMMARY: In summation, we have covered some supervisory techniques that will help you be a better leader, a teaching technique for presentations, and some methods that will aid you in becoming more efficient in your reading assignments.

REMOTIVATION: What makes a good leader? I will leave you with that question to be answered at a later time. Think it over.

CLOSURE: Continue your text readings and be prepared to review this chapter next week.
DISMISSED!

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was to acquaint the cadets with additional supervisory techniques, teaching techniques, and increasing their reading capabilities.

LESSON QUESTIONS: The text chapter review satisfies this requirement.



THE LEGEND OF ★ HALLEY'S COMET

The colonel barked the following order to his exec:

"Tomorrow evening at approximately 2000, Halley's Comet will be visible in this area, and event that occurs only once every 75 years. Have the men fall out in the battalion area in fatigues, and I will explain this rare phenomenon to them. In case of rain, we will not be able to see anything; so assemble the men in the theater, and I will show them films on it."

The executive officer to the company commander:

"By the order of the colonel, tomorrow at 2000, Halley's Comet will appear above the battalion area. If it rains, fall the men out in fatigues, then march to the theater where this rare phenomenon will take place, something that occurs only once every 75 years."

The company commander to the lieutenant:

"By order of the colonel in fatigues at 2000 tomorrow evening, the phenomenal Halley's Comet will appear in the theater. In case of rain, in the battalion area, the colonel will give another order, something that occurs once every 75 years."

The lieutenant to the sergeant:

"Tomorrow at 2000, the colonel will appear in the theater with Halley's Comet, something that happens every 75 years. If it rains, the colonel will order the comet into the battalion area."

And the sergeant to his squad"

"Listen up, meatheads! When it rains tomorrow at 2000, the phenomenal 75-year-old General Halley, accompanied by the colonel, will drive his comet through the battalion area in fatigues."



